

**ESOL International
English Speaking Examination**

Level B2 Independent User

Instructions to interlocutor

Tick the learner's name on the attendance register.

Check the learner has an Entry form and take it from them.

Start the recording - do not stop the recording until the end of the examination.

Complete the examination sheet as the learner responds to the prompts.

The learner must not see this paper

Interlocutor:

My name is..... and this is the NOCN Speaking Examination at Independent User Level B2. Today is (date)

'This is the NOCN ESOL International Speaking examination, (level), (date) for (learner's name)'.

This is Part 1 of the Speaking Examination: Personal information. (Maximum 1.5 minutes)

(Additional questions may be asked to prompt deeper responses)

I am now going to ask you some questions.

- 1. Can you tell me where you were born?**
- 2. Please tell me three of your favourite television programmes.**
- 3. Can you tell me what is your favourite day of the week and why you think that?**
- 4. What did you do on holiday last year?**
- 5. Tell me three things you like(d) about school.**

Additional prompts allowed:

In Part 1, the interlocutor may ask additional questions to probe e.g. to extend the learner's answer if they have just given very short answers. The questions may be rephrased slightly to ensure that in questions where there are two parts (i.e. and why...), the learner responds fully. The interlocutor may also give an example if it is clear that the learner is struggling to think of ideas. For example, in question 5, the interlocutor may prompt the learner by drawing on examples from their own interests. The interlocutor should use the relevant tense based on the age of the learner. Interlocutors should be aiming to guide the learner towards language structures expected at this level.

Thank the learner.

This is Part 2 of the Speaking Examination. (Maximum 3.5 minutes)

The interlocutor chooses two of the scenarios per learner, making sure that a mix of scenarios are used across the learners being examined. For each of the scenarios being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Please listen carefully and tell me what you would say in these situations.

Situation 1: You want to earn some money because you want to buy the latest computer or games console. You decide to speak to a member of your family, a neighbour, your manager or your friend to see if you can help them. What would you say?

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 2: You are talking to your teacher. Your class is planning a meal out at the end of year. Two of the main ideas are: go to a fast food restaurant or go to an expensive restaurant. Decide which idea you would support. You must present your choice.

(Interlocutor may repeat or rephrase the question, if necessary).

Situation 3: You are talking to your friend about your favourite music. Talk about what you like to listen and why you like that type of music.

(Interlocutor may repeat or rephrase the question, if necessary).

Additional prompts allowed:

It is expected that the learner gives a minimum of four sentences to respond to each situation, including at least one complex sentence. The interlocutor may have to ask supplementary questions to gain a sufficiently detailed response. If the vocabulary used, e.g. games console, fast food is not understood by the learner, the interlocutor may explain the concept.

In Part 2 the interlocutor may ask additional questions to probe the learner's answers.

Situation 1: The learners may be prompted about why they would ask that person, what they could do to earn money or what they would say if the person could not help them.

Situation 2: The learners may be prompted for example, by asking them why they would choose this and if it was decided to choose the option that they did not want, whether they would still go.

Situation 3: If the learner gives a very simple response, such as "I like ...", the interlocutor may ask the learner to give reasons why they would say that. The interlocutor may challenge the reasons given and ask for justification for this

Thank the learner.

This is Part 3 of the Speaking Examination. (Maximum 5 minutes)

The interlocutor chooses one of the scenarios per learner, making sure that both scenarios are used across the learners being examined. For the scenario being used, give the learner the relevant prompt sheet. Ensure that the learner does not take the prompt sheet from the room.

Scenario 1: You will now take part in a conversation. You have just bought a mobile phone. It can do all sorts of things; however, there is one person who thinks strongly that a different phone is a better option. Convince your opponent that you are right. You will have two minutes to prepare your arguments. I will take the place of your opponent.

Scenario 2: You will now take part in a conversation. You have the opportunity to help plan a big music event. You think that you should invite your favourite musicians. Give some examples of musicians that you would invite. However, the person you are speaking to thinks strongly that another idea is a better option. Convince the person that you are right. You will have two minutes to prepare your arguments. I will take the place of your opponent.

Additional information:

There should be a minimum of six exchanges to ensure that the learner has considered a number of options and put across sufficient arguments.

Ideas that the interlocutor may use include:

Scenario 1:

I don't use a phone for anything other than calls and messages.

It is impossible to keep up with the changes in phone technology, so why bother?

Phones are to be used to contact people and it does not matter whether they look good or not - a phone is a phone.

I think that my phone is much better because it is easier to use.

Scenario 2:

State that you think something that is directly opposed to the learner's suggestion should be invited, e.g. if they talk about a specific group or musician, say that no one would know them or the intended audience would prefer a different band.

If the event included food stalls and a funfair then it would have greater interest for families so a larger number of people would attend.

The musicians chosen would not want to come to a local event as they are too famous.

It would cost too much to have those musicians.

Thank the learner.

End of Examination

